



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15502 W Highway 70, Ft Thomas, AZ 85536

Ft Thomas Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Underperforming  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### High School Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Carter McEuen Mr.  
Schedule : 07:40 AM to 04:00 PM  
Grades : 7-12  
Web Address : www.fortthomas.org  
Phone Number : (928) 485-2427  
Fax Number : (928) 485-2834  
E-mail : cmceuen@ftthomas.k12.az.us

### Mission

The mission of the district is to provide comprehensive, success-oriented learning activities for young people in our school. These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural appreciation, physical well-being, social development, and community contribution.

### School / Academic Goals

- ü Teachers and students will work together for the next three years to improve our AIMS and TerraNova scores by 10% in the areas of reading, writing and math.
- ü The quality of instruction presented by the teachers, staff and principal of the Fort Thomas Jr./Sr. High School will increase through professional development opportunities.
- ü Science teachers will develop and implement curriculum that will prepare students for AIMS science testing.
- ü Social Studies teachers will develop and implement curriculum that will prepare students for social studies testing.

### Enrollment

October 1, 2005 School Year Student Enrollment : 293  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 1

## Instructional Programs

- ü Distance Learning
- ü Gifted
- ü On-site Special Education
- ü Corrective/Accelerated Reading Programs
- ü Gila Institute for Technology
- ü After School Tutoring
- ü Buckle Down AIMS Preparation
- ü Century 21 Business Program

## Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	7 hours 10 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

A comprehensive Bulletin of Information to parents and students is distributed at the beginning of each school year. Announcements, deficiency reports, schedules, personal letters, report cards and open houses are used to help keep parents informed.

### Parents

Parents are expected to encourage their children to attend school regularly and behave properly. They are invited to work closely with the teachers, provide homework time and place, and put a high value on appropriate social and academic skills.

## Transportation Policy

Bus services are available for 100% of our students to and from school. Students are bused for every special or extracurricular activity. The fleet is modern and well maintained. Passenger vans are also used where most appropriate.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 1A State Volleyball Champions	2006
ü FFA State Contest Winners	2006
ü 1A State Girls Basketball Champions	2006
ü Firebird Pit Crew Challenge Winners	2005

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	78546	100	100	97	487	487	543	59	59	15	24	24	18	17	17	52	NA	NA	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	38645	100	100	98	493	493	545	55	55	13	25	25	18	20	20	54	NA	NA	15
Male	21	21	39792	100	100	97	482	482	542	62	62	17	24	24	17	14	14	50	NA	NA	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	37	37	4689	100	100	95	481	481	515	62	62	28	27	27	25	11	11	43	NA	NA	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	34	34	70453	100	100	100	492	492	549	50	50	11	29	29	17	21	21	56	NA	NA	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	40	40	34694	100	100	96	487	487	524	58	58	23	25	25	23	18	18	48	NA	NA	7
Non-Economically Disadvantaged	NC	NC	43852	NC	NC	99	NC	NC	559	NC	NC	10	NC	NC	13	NC	NC	56	NC	NC	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	79045	100	100	98	474	474	512	27	27	10	51	51	25	15	15	58	7	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	38860	100	100	98	487	487	519	15	15	7	55	55	22	20	20	62	10	10	8
Male	21	21	40075	100	100	97	462	462	505	38	38	12	48	48	28	10	10	54	5	5	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	37	37	4719	100	100	96	464	464	489	27	27	15	57	57	39	14	14	45	3	3	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	34	34	70493	100	100	100	482	482	517	21	21	7	53	53	24	18	18	62	9	9	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	40	40	34922	100	100	96	474	474	493	25	25	15	53	53	34	15	15	48	8	8	3
Non-Economically Disadvantaged	NC	NC	44123	NC	NC	99	NC	NC	527	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	79657	100	100	99	554	554	566	5	5	3	17	17	8	78	78	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	39120	100	100	99	584	584	580	5	5	2	5	5	4	90	90	92	NA	NA	2
Male	21	21	40423	100	100	98	527	527	553	5	5	5	29	29	12	67	67	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	37	37	4760	100	100	97	552	552	547	3	3	5	19	19	14	78	78	81	NA	NA	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	34	34	70588	100	100	100	572	572	573	NA	NA	2	12	12	5	88	88	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	40	40	35341	100	100	97	554	554	551	3	3	5	18	18	12	80	80	83	NA	NA	0
Non-Economically Disadvantaged	NC	NC	44316	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	5	NC	NC	90	NC	NC	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	78400	100	100	97	489	489	554	73	73	21	17	17	19	10	10	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	38686	100	100	98	485	485	554	81	81	20	12	12	20	8	8	49	NA	NA	12
Male	26	26	39636	100	100	96	494	494	554	65	65	23	23	23	18	12	12	46	NA	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	51	51	4536	100	100	95	490	490	528	73	73	35	18	18	25	10	10	37	NA	NA	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	43	43	70560	100	100	99	493	493	560	74	74	17	16	16	19	9	9	50	NA	NA	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	48	48	33014	100	100	95	489	489	534	77	77	31	15	15	24	8	8	40	NA	NA	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	79179	100	100	98	466	466	519	29	29	11	60	60	27	12	12	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	38974	100	100	99	465	465	524	27	27	8	65	65	25	8	8	61	NA	NA	5
Male	26	26	40124	100	100	97	467	467	513	31	31	13	54	54	28	15	15	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	51	51	4573	100	100	96	466	466	494	29	29	16	59	59	41	12	12	42	NA	NA	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	43	43	70612	100	100	99	469	469	524	23	23	7	65	65	25	12	12	62	NA	NA	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	48	48	33345	100	100	96	466	466	499	29	29	17	60	60	36	10	10	46	NA	NA	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	79734	100	100	99	546	546	554	4	4	3	17	17	19	79	79	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	39243	100	100	99	554	554	568	NA	NA	2	15	15	12	85	85	85	NA	NA	1
Male	26	26	40413	100	100	98	536	536	541	8	8	4	19	19	26	73	73	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	51	51	4613	100	100	97	544	544	535	4	4	4	18	18	29	78	78	67	NA	NA	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	43	43	70791	100	100	100	553	553	561	2	2	2	7	7	15	91	91	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	48	48	33718	100	100	97	546	546	538	2	2	5	15	15	26	83	83	69	NA	NA	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	71130	100	100	95	677	677	701	27	27	23	33	33	13	39	39	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	35465	100	100	96	682	682	702	17	17	21	33	33	13	50	50	53	NA	NA	13
Male	15	15	35648	100	100	94	669	669	701	40	40	24	33	33	12	27	27	50	NA	NA	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	--	--	25103	--	--	95	--	--	685	--	--	34	--	--	16	--	--	45	--	--	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	32	32	4241	100	100	90	676	676	679	28	28	39	34	34	19	38	38	39	NA	NA	3
White	NC	NC	36075	NC	NC	95	NC	NC	715	NC	NC	12	NC	NC	9	NC	NC	58	NC	NC	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	32	32	65268	100	100	98	677	677	705	28	28	19	34	34	12	38	38	54	NA	NA	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	32	32	22957	100	100	93	677	677	685	28	28	34	34	34	17	38	38	44	NA	NA	5
Non-Economically Disadvantaged	NC	NC	48173	NC	NC	96	NC	NC	709	NC	NC	17	NC	NC	11	NC	NC	55	NC	NC	18

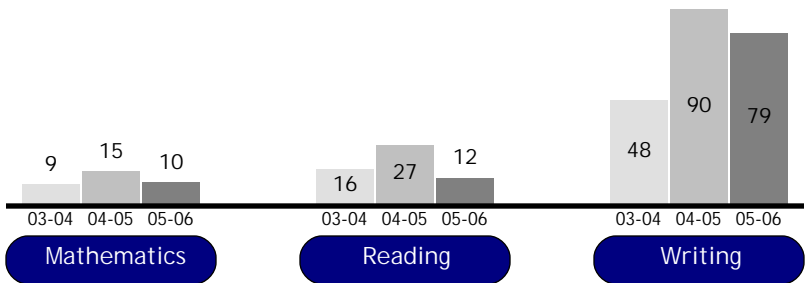
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	73018	100	100	97	672	672	703	6	6	6	50	50	23	44	44	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	36181	100	100	97	679	679	708	NA	NA	4	47	47	21	53	53	65	NA	NA	9
Male	15	15	36816	100	100	96	661	661	699	13	13	7	53	53	24	33	33	62	NA	NA	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	--	--	25801	--	--	96	--	--	683	--	--	10	--	--	34	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	33	33	4389	100	100	93	669	669	675	6	6	9	52	52	42	42	42	47	NA	NA	1
White	NC	NC	37024	NC	NC	97	NC	NC	721	NC	NC	2	NC	NC	12	NC	NC	73	NC	NC	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	33	33	65848	100	100	98	672	672	708	6	6	4	52	52	20	42	42	67	NA	NA	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	33	33	23912	100	100	94	672	672	681	6	6	10	52	52	36	42	42	52	NA	NA	2
Non-Economically Disadvantaged	NC	NC	49106	NC	NC	98	NC	NC	714	NC	NC	4	NC	NC	16	NC	NC	69	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	72810	100	100	96	688	688	685	NA	NA	6	35	35	30	65	65	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	36111	100	100	97	701	701	695	NA	NA	4	16	16	23	84	84	65	NA	NA	8
Male	15	15	36678	100	100	95	671	671	674	NA	NA	9	60	60	36	40	40	52	NA	NA	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	--	--	25735	--	--	96	--	--	669	--	--	10	--	--	41	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	33	33	4370	100	100	92	688	688	670	NA	NA	9	36	36	39	64	64	50	NA	NA	2
White	NC	NC	36915	NC	NC	97	NC	NC	697	NC	NC	3	NC	NC	21	NC	NC	67	NC	NC	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	33	33	65739	100	100	98	688	688	689	NA	NA	4	36	36	27	64	64	62	NA	NA	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	33	33	23814	100	100	94	688	688	667	NA	NA	10	36	36	41	64	64	47	NA	NA	2
Non-Economically Disadvantaged	NC	NC	48996	NC	NC	97	NC	NC	693	NC	NC	4	NC	NC	24	NC	NC	64	NC	NC	7

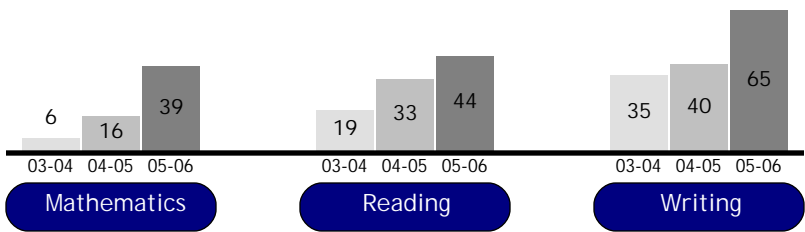
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	95	19	NA	54	100	25	25	50	100	24	24	54
	Language	100	27	27	58	100	30	30	52	100	32	32	58
	Mathematics	100	24	24	62	100	23	23	50	100	20	20	54
8	Reading	69	30	NA	55	100	31	31	51	100	25	25	58
	Language	94	22	22	52	100	33	33	50	100	27	27	56
	Mathematics	83	27	27	61	100	28	28	53	100	16	16	58
9	Reading	78	12	NA	42	100	34	34	51	100	27	27	52
	Language	98	15	15	42	100	40	40	50	100	28	28	50
	Mathematics	90	25	25	63	100	43	43	50	100	25	25	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Fort Thomas High School

## School Site Council

### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Council Duties

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	2.00	Teacher Aide	2.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	1	0	0	0
7 to 9 years	3	0	0	0
10 or more years	10	5	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	99
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	7%

## Resources Available at School Site

### Special Facilities

Ü New Computer/Administrative Support Labs	Ü New Sports Complex
Ü New Auditorium/Cafeteria/Library/Classrm	Ü New Vocational Agriculture Shop Facility

### Extracurricular Activities

Ü Student Government	Ü School Science Club
Ü FFA	Ü Youth Empowerment Club-YES
Ü National Honor Society	Ü Traditional Sports
Ü Spelling/Geography Bees	Ü 21st Century Afterschool Programs

### Social Services

Ü Counseling Services
Ü Lunch Program
Ü Breakfast Program
Ü Youth Advocate Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Use of new auditorium, computer labs, library, cafeteria, vocational agriculture shop, athletic complex and six new classrooms.
- ü Multiple winners in Vocational Agriculture contests, Business contests and Vocational Automotive contests.
- ü Ft. Thomas High School recieved the Arizona Department of Educations 2005-2006 Spotlight on Success Award.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	90	95	94	95
Promotion Rate <sup>5</sup>	83	89	88	73
Graduation Rate <sup>6</sup>	89	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

A full-time resource officer is present on campus. Life Connections classes are taught promoting positive behavior and communication. Implementation of AIA Victory With Honor program, encouraging proper behavior, during school hours, as well as during after school activities. A Youth Advocate program. A Youth Civic Governance and Decision Making program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

17

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Carter McEuen	(928) 485-2427
Transportation Policy	Carter McEuen	(928) 485-2427
Community Resources	Carter McEuen	(928) 485-2427
School Nutrition Programs	Patricia Lunt	(928) 485-2433
Parent Organization	Eldon Woodall	(928) 485-9435
Student Health/Nurse	Kristie Kieffer	(928) 485-2433

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.